Yarrabah State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Yarrabah State School is a Kindergarten - Year 10 school situated in the community of Yarrabah in Far North Queensland. The community was established as an Anglican Mission in 1871 and the name Yarrabah is an Anglicanized word meaning 'meeting place'. The community of Yarrabah is situated on the southern shore of Mission Bay and has a population of approximately 4000 residents. Yarrabah State School is a multi campus school comprising of three separate campuses. A kindergarten campus is located 500 metres from the primary campus, with the secondary campus (7-10) located 3.8km away. A Special Education Unit, supporting students with disabilities across all campuses, is located at the primary campus with a specialist facility also provided at the secondary campus.

Students attending the school are of Aboriginal and/or Torres Strait Islander descent and enter school with cultural and linguistic backgrounds that are at variance to the non-Indigenous teachers who comprise the majority of teaching staff at the school. Most students speak Kriol/Yarrie Lingo as their home language and are taught Standard Australian English as an addition language at school.

With a united vision of `One People, One Fire, One Journey', our school's mission is "to nurture and empower every student with the necessary core skills and values to become independent lifelong learners".

School progress towards its goals in 2018

Attendance, Behaviour & Curriculum (ABC) and Employment & Training continued to be the improvement agenda priorities for Yarrabah State School in 2018. This report will outline the steady progress made towards our goals in 2018 under the key priorities of our improvement agenda. It will show a strong focus on staff capability development, student engagement, community partnerships and curriculum accountability. The report will identify continual gradual improvement in student academic achievement and consistent positive feedback from staff, students and parents in school opinion survey data. Yarrabah State School is committed the State Schooling Strategy of `Every Student Succeeding'.

NAPLAN Snapshot: 2018 saw a plateau in NAPLAN improvement compared with 2017 across our school. Although we saw improvement in Mean Scale Score (MSS) in 6 NAPLAN areas at a rate equal to or greater than the rest of the nation, our progress in the remaining 14 areas was lower. Our Yr 9 results saw improvement greater than the rest of the nation in all NAPLAN areas as well as Yr 7 Numeracy & Yr 7 Grammar & Punctuation, which supports our focus on Junior Secondary.

Attendance: With a refocus of our Explicit Improvement Agenda in 2018 to C+B=A (Curriculum + Behaviour = Attendance) we saw our first improvement in attendance data in several years, with a 3% improvement in term 4 2018 compared to the same period in 2017. A highlight was winning the Nth Qld Cowboys `Try for 5' attendance program with the most improved attendance of all the schools participating in the program across the state. The introduction of the Remote School Attendance Strategy (RSAS) in late 2018 was a huge support towards improving attendance and we expect this trend to continue to improve in the coming years.

Future Outlook: The upward shift in attendance rates across the school was an extremely positive sign and we will continue to review and refine this strategy, with the support of the RSAS program, to ensure continued positive improvement in this area. The introduction of our `Aim High Strategy', in 2018 was a targeted initiative to support literacy across the primary school. The strategy involved creating an interruption-free `literacy block' in the first session of the day, utilising the capabilities of all available staff, to break our students into targeted groups to meet their individual learning needs around literacy. We have been closely monitoring the impact of this strategy on student learning and have noted some pleasing results. We expect to see the continued positive improvement in our 2019 student performance data.

To support the improvement in attendance at our secondary campus a range of strategies have been implemented to best support student success, particularly extra-curricular and alternate programs. The introduction of corrective maths & corrective English programs will continue to be used to support students reengaging with school or with low literacy & numeracy levels. We will also continue to build partnerships with destination schools and vocational pathways providers for our Jnr Secondary students.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Kinergarten - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	464	456	442
Girls	210	201	196
Boys	254	255	246
Indigenous	464	456	442
Enrolment continuity (Feb. – Nov.)	82%	89%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 59 students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Yarrabah State School students live in the Far North Queensland Aboriginal community of Yarrabah. The majority of students speak 'Yarrie Lingo', a recognised creole. There are limited employment opportunities for the residents of Yarrabah and as a consequence there is a high level of unemployment. The school has a 100% Aboriginal enrolment. As Yarrabah is a K-10 school, Gordonvale State High School and Djarragun College are the destination schools for the majority of year 11 and 12 students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	22
Year 4 – Year 6	21	21	21
Year 7 – Year 10	18	23	22

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Goals for teaching and learning from our curriculum and assessment plan include:
- Proficient use of the explicit teaching framework and consolidations to refine the teaching of literacy and numeracy.
- Alignment of curriculum and appropriate pedagogy to purposeful data collection and analysis, formative and summative assessment, embedded within an observable teaching and learning cycle.
- Continue to embed the IEAL/D skills and strategies through thoughtful, considered planning and programming and upskilling of teachers by providing coaching support.

- Primary specialists provide programs in The Arts, Health and Physical Education, LOTE (Language Revival) and Library. School processes facilitate inclusion of these team members in the planning and reporting processes.
- YSS whole school program represents a sequence of planned and balanced learning experiences across K-10 designed to meet the current and future needs of our students whilst adhering to Australian Curriculum year level expectations.
- Teachers:
  - Work in partnership with colleagues, education assistants, community and administration to provide rich and authentic contexts for learning and assessment and to embed Aboriginal and Torres Strait Islander perspectives.
  - Make decisions about what students know, what they need to know, how they know learning has been taught and what is the next learning based on anecdotal observations, assessments and regular data capture using tools such as FNQ Maths, Phonemic Awareness Screener and reading data (PM and PROBE)
  - Collaborate weekly with cohort groupings to plan, share and moderate learning with the support of the curriculum team.

Junior Secondary
- Secondary students participate in timetabled lessons for a range of core subjects which are offered within a traditional secondary model. Subject selections include: English, Mathematics, Science, Home Economics, Manual Arts, HPE, Humanities and LOTE (Language Revival).
- Partnerships with Gordonvale SHS and Djarragun College support transition and retention of Yarrabah Secondary students post year 10.
- An inclusion focus for students with disabilities supports the continuous development of student learning outcomes as identified in Individual Learning Plans and Education Adjustment Plans.

Co-curricular Activities

Primary	Jnr Secondary
• Indigenous Leaders of the Future	• Clontarf
• Clontarf	• Yarabu Bandu (Girls Group)
• Dance Troupe	• Careers expo
• Rugby League	• International Women's day
• Netball	• Indigenous leaders of tomorrow
• Student Leader Program	• Cowboy's Challenge
• Girls Camp	• Industry Visits
• Writers Camp	• Work Experience
• Brave Boys group	• Junior Ranger Program
• Dream Girls group	• Student Leadership Development
• Swimming	• Blue Water Horticulture Project
• Melbourne trip	• Interschool Rugby League Days
	• JT Academy (I Believe Program)
	• Land Sea Sky Exhibition (ongoing)
	• Diamond Spirit Program (Netball)
	• PCYC – Catch Me if You Can
	• Youth Justice – Justice League OZtag
	• Friday Sport – Touch, Union, Oztag, Mixed Netball and Aquatics

How information and communication technologies are used to assist learning

Students have access to computer labs at each campus and are supported by a full time technician/Orange Card holder. Each classroom also has access to networked computers. Laptop trolleys are available for access by Jnr Secondary & upper primary classes. School computers are equipped with the standard departmental MOE software along with a range of additional literacy, numeracy and curriculum specific software. Our schools Digital Dreaming project has been embedded in contexts for learning, providing a rich and authentic local context for technology. This long-term project, focused around developing local traditional stories into computer animations & embedding them into an interactive software package is used to support our school's language revival program.

Interactive whiteboards / TVs are installed across the school and students are engaging with digital technologies in the form of iPads, Bee Bots, document projectors, digital microscopes, drones, robotics, 3D printers and digital cameras. The

Internet is widely used as a research tool as well as a teaching resource to support specific KLAs. Secondary students also worked with media concepts through film making, video editing and animation.

Social climate

Overview

Yarrabah State School focuses on proactive supportive school environment practices and aims to attain an ethos of respect for all. Staff are trained to lead the Positive Behaviour for Learning (PBL) strategy across all campuses and year levels. The PBL team was especially proactive in 2018 establishing a climate of positive aspirations for students. This team supported processes in the school including the Respect Circle and Respect Bus as well as the introduction of Class Dojo, which has had an impressive uptake by staff, students and community. The school adopts the `Stronger Smarter' philosophy and high expectations relationships guide the school climate of working `better together'.

The school bullying policy focuses on five key strategies around bullying (avoid, ignore, talk it out, walk away, tell someone) and the National Day of Action against Bullying & Violence is a major event each year.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	93%	100%	95%
• their child feels safe at this school* (S2002)	100%	100%	90%
• their child's learning needs are being met at this school* (S2003)	100%	100%	90%
• their child is making good progress at this school* (S2004)	93%	96%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
• this school works with them to support their child's learning* (S2010)	93%	96%	95%
• this school takes parents' opinions seriously* (S2011)	93%	100%	95%
• student behaviour is well managed at this school* (S2012)	93%	96%	80%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	92%	96%
• they like being at their school* (S2036)	92%	90%	95%
• they feel safe at their school* (S2037)	87%	90%	79%
• their teachers motivate them to learn* (S2038)	98%	98%	95%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	90%
• teachers treat students fairly at their school* (S2041)	90%	86%	88%
• they can talk to their teachers about their concerns* (S2042)	85%	91%	80%
• their school takes students' opinions seriously* (S2043)	90%	94%	89%
• student behaviour is well managed at their school* (S2044)	76%	62%	66%
• their school looks for ways to improve* (S2045)	91%	86%	95%
• their school is well maintained* (S2046)	84%	86%	86%
• their school gives them opportunities to do interesting things* (S2047)	91%	91%	95%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	95%
• they feel that their school is a safe place in which to work (S2070)	92%	95%	89%
• they receive useful feedback about their work at their school (S2071)	90%	95%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	97%	92%
• students are encouraged to do their best at their school (S2072)	100%	95%	96%
• students are treated fairly at their school (S2073)	94%	92%	88%
• student behaviour is well managed at their school (S2074)	87%	83%	86%
• staff are well supported at their school (S2075)	90%	97%	88%
• their school takes staff opinions seriously (S2076)	92%	94%	83%
• their school looks for ways to improve (S2077)	98%	98%	96%
• their school is well maintained (S2078)	83%	97%	91%
• their school gives them opportunities to do interesting things (S2079)	96%	89%	91%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our school implements a range of strategies to promote parents as partners in their childs' education.

- An `International Women's Day' event at our Secondary Campus was one of our community engagement highlights of 2018. The culmination was a photographic exhibition on NAIDOC Day 2018 where families enjoyed a special opening of the exhibition attended by significant leaders from within the community.
- Regular home visits by the attendance team and, later in the year, the RSAS team has worked to support building relationships with many families and improving student attendance.
- The Student Support Teams (primary & secondary) advocate for children, parents and families. These teams engage with outside agencies to support families where needed.
- The P&C meet monthly and discuss strategies to support community engagement. The P&C continues to build capacity.
- Open Days are hosted at the end of each term. Parents receive written reports of student progress on these days and enjoy dance performances, awards presentations and a BBQ lunch.
- The school hosts NAIDOC ceremonies to celebrate and showcase culture.

- Parents and families show strong support of sporting events including swimming & athletics carnivals, cross country and rugby league carnivals.
- The DREAM Program (girl's group) engages with Mission Australia and other local organisations to promote culture, health & well-being and stronger opportunities for young women.
- Assemblies are held weekly at each campus. Awards for attendance, behaviour and reading are presented. Parents are invited and community is encouraged to attend. A fortnightly newsletter is distributed to parents and community to promote of school events and celebrate student achievement.
- Teachers regularly send updates, notes and awards home to parents/carers.
- Social media posts and text messages are used to disseminate information and remind parents of events.

Respectful relationships education programs

The Respectful Relationships education program was adopted into Yarrabah State School's Whole School Curriculum Plan. It was predominantly placed within the Health & Physical Education Curriculum to both support and in some instances replace certain parts of the curriculum. When we made this shift to adopt and adapt the program we also took the opportunity to build into our school plan a comprehensive and appropriate Aboriginal and Torres Strait Islander Sexual Health Program – 'Strong, Proud, Healthy & Safe', which is run from Year 5 to Year 10. This program is a great partnering program to the Respectful Relationship Program.

At the same time, Yarrabah State School took part in a Wellbeing and Resilience Project with Griffith University. Through the collection of student wellbeing and resilience data we have been able to make decisions based on our student data to initiate a school shift regarding student wellbeing and safety through programs and practices focused on influencing behaviour changes to prevent undesirable social consequences such as domestic and family violence and bullying as well as personal consequences of harm and injury through self-regulation.

The following initiatives a have been implemented and are aligned to the respectful relationships program:

- National Day of Action against Bullying & Violence (which has had an increased whole school participation)
- Increased funding for the Dream Buyal Bandu Project – a project focused on girls wellbeing, resilience, health, safety and confidence
- Yarrabah Clontarf Academy which seeks to improve the education, discipline, life skills, self-esteem and employment prospects of young Indigenous men,
- Introduced a whole school Wellbeing and Learning framework and action plan within our Student Service Implementation Plan which includes:
  - Wellbeing Focus of the Week
  - Character Strengths – Wellbeing Word of the Week which offers students planned lessons and activities to help support the ongoing development of strong and active citizenship
  - Initiated THE KINDNESS TEAM which offer random acts of kindness and displays inclusivity
- Created a working relationship with Innate Therapies through Mission Australia to create wellbeing and safety themed workshops for students and parents,
- Continued our work with True Relationships to support students requiring counselling support,
- Improved our playground duty roster to support students in the playground offering teacher supported lunch break activities,
- Modified our morning programs to include soft starts and student check-ins to allow staff and students to build strong relationships,
- Changed our classroom behaviour systems to include self-regulation strategies and tools for students to self-identify when they need support and when seeking alternatives to violence.
- Initiated HUB Project that focusses on supporting students identified through behaviour data to engage with learning through a variety of Garden and Hand On Learning Tasks ensuring literacy, numeracy and social skills are the pillars of the program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	123	251	303
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Yarrabah SS is committed in reducing the school's environmental footprint. The school actively promotes reduction in electricity consumption via internal communication processes and staff & students engage in practices of limiting air-conditioning use and ensuring electrical devices are turned off when not in use. The school has also forged a strong relationship with the traditional owner groups (Gunggandji-Mandingalbay Yidinji Peoples Prescribed Body Corporate (PBC) and the Gunggandji PBC Aboriginal Corporations). Partnership projects involving these groups include tree planting initiatives, community clean ups and awareness raising initiatives.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	328,201	348,176	323,932
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	40	25
Full-time equivalents	44	28	20

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	37
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $55000.

The major professional development initiatives are as follows:

- Age Appropriate pedagogy,
- Teaching of reading (balanced reading program)
- Explicit teaching pedagogy,
- Leadership capability development,
- Teacher capability development (Teacher toolbox)
- Essential Skills for Classroom Management
- Writing and maths
- Staff well-being
- Dealing with Trauma \ Student well-being
- IEAL/D Pedagogy
- Classroom Profiling
- Coaching / Mentoring
- Hearing Impairment
- Numeracy
- Attendance

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	67%	63%	61%
Attendance rate for Indigenous** students at this school	67%	63%	61%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	75%	69%	76%
Year 1	71%	69%	64%
Year 2	73%	67%	69%
Year 3	70%	72%	67%
Year 4	66%	67%	65%
Year 5	61%	56%	62%
Year 6	68%	60%	58%

Year level	2016	2017	2018
Year 7	64%	60%	52%
Year 8	51%	60%	51%
Year 9	63%	44%	52%
Year 10	49%	38%	41%
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	70	9	9	12
2017	75	7	8	9
2018	78	9	7	6

Proportion of Students
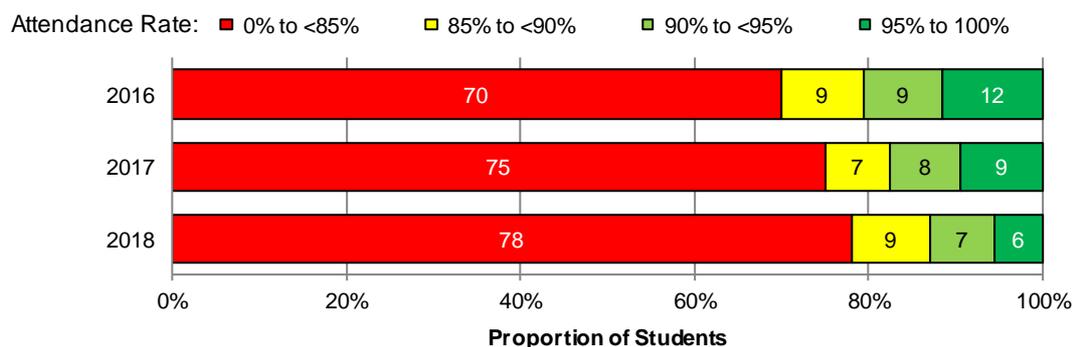
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Responses to Absences

Remote School Attendance Strategy (**RSAS**): In semester two 2018 Yarrabah State School gained access to RSAS funding, thanks to ongoing federal government lobbying by the Yarrabah Leadership Forum (YLF). This funding supports with school attendance by employing a team of people (made up of a majority of local staff) to work with the school and the community to promote and improve school attendance. In Yarrabah the funding is auspiced by Gurriny Yealamucka Health Services and is managed by a Project Control Group. The RSAS team works intensively with targeted students / families to improve school attendance and for the first time in several years in term 4 2018 our attendance rate improved compared to the same period in the previous year. We expect this program to have an ongoing positive impact on school attendance in Yarrabah.

ROLL MARKING: When a student is absent from school after the first roll marking time (by 9:20AM), a SMS text message is sent to the student's caregiver/s, if the absence is unexplained. The text message is followed up by a phone call on the same day if no response is received. If a student is absent from school after the second roll marking time (by 1:40PM), teachers notify the office. Office staff then inform the behaviour team who locate the student and return them to class.

When a student is absent without explanation for 3 or more consecutive days per week or a pattern of absences has been identified, an official letter, signed by the Principal, is sent to caregivers requesting explanations for the absences and home visits are conducted by the Attendance Team / RSAS team.

When a student is absent without explanation for 10 or more consecutive days, the Principal contacts caregivers requesting a meeting with them to inform them of the requirements of compulsory schooling and to discuss possible options such as exemption from schooling, flexible arrangement or alteration to a student's educational program. Home visits are also conducted by the Attendance Team and RSAS team.

Key Strategies for Increasing Student Attendance
- Attendance Team
- RSAS Team
- Partnerships with service providers, families
- Whole school rewards & incentives
- Classroom rewards & incentives
- Outside agencies rewards & incentives e.g. TRYFOR5! (Dept. of Prime Minister & Cabinet, Nth Qld Cowboys)
- Every Day Counts strategies
- Promoting attendance via flyers, pamphlets, positive postcards home
- Promote attendance via school newsletters, meetings with caregivers, agencies
- Universal practices by school staff
- Soft starts
- School open days, school community events e.g. NAIDOC

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.